**REVISITING:** How have teachers changed their practice because of your work with them? What difference has this made for children? Is this enough? What else needs to happen? How can we sustain the gains made?

**NOTICING:** What is happening for the children's learning? What is not happening for children / teachers as you would expect? Which children / teachers are struggling? Why is this? What is happening for the teachers as a result?

**RECOGNISING:** What do the children need to achieve / learn more effectively? What do teachers need to do differently in order affect these outcomes? What do you need to learn to better support the teachers and more effectively influence the children's learning?

**RESPONDING:** How might you learn what you need to learn? How will you / have you put what you have learned effectively into practice? What changes could you / have you made to your practice?

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### MAKING LEARNING VISIBLE

**28.4.17** Erika’s second learning story (PR, T)

**14.3.17** Conversation with Morgan – intentionality in set ups (PR, LC, T)

**28.4.17** Feedback from Erika re my coaching (PR, PL)

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### REVISITING

- How have teachers changed their practice because of your work with them? What difference has this made for children? Is this enough? What else needs to happen? How can we sustain the gains made?

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### NOTICING

- What is happening for the children’s learning? What is not happening for children / teachers as you would expect? Which children / teachers are struggling? Why is this? What is happening for the teachers as a result?

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### RECOGNISING

- What do the children need to achieve / learn more effectively? What do teachers need to do differently in order affect these outcomes? What do you need to learn to better support the teachers and more effectively influence the children’s learning?

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### RESPONDING

- How might you learn what you need to learn? How will you / have you put what you have learned effectively into practice? What changes could you / have you made to your practice?

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### MAKING LEARNING VISIBLE

**3.11.16** Informal observations of portfolios and planning

**12.11.16** Analysis of policies and staff manual (PL)

**16.12.16** Erika’s initial learning story (T)

**14.4.17** Treaty brainstorm Gaps in my thinking (ToWP, PL)

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### REVISITING

- How have teachers changed their practice because of your work with them? What difference has this made for children? Is this enough? What else needs to happen? How can we sustain the gains made?

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### NOTICING

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### RESPONDING

- How might you learn what you need to learn? How will you / have you put what you have learned effectively into practice? What changes could you / have you made to your practice?

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### MAKING LEARNING VISIBLE

**13.11.16** Preparation of questions to direct initial conversations and reflections on conversations (PR, LC, DfL)

**16.11.16** Erika’s appraisal goal (PR, LC, DfL)

January - Links for making learning visible searches - Carla Rinaldi, John Hattie (PL)

**21.2.17** Open-to-learning Conversations (PL)

Providing opportunities for Jodi, Sophie to stretch their articulation and Erika to lead learning story PD (LC, DfL)

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### REVISITING

- How have teachers changed their practice because of your work with them? What difference has this made for children? Is this enough? What else needs to happen? How can we sustain the gains made?

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### NOTICING

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### RESPONDING

- How might you learn what you need to learn? How will you / have you put what you have learned effectively into practice? What changes could you / have you made to your practice?

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### MAKING LEARNING VISIBLE

**13.11.16** Analysis from initial conversations with teachers (PR, LC, DfL)

**16.11.16** Reflection on Erika’s response to suggestion of a buddy (PR, LC, DfL)

**17.2.17** Feedback from network group on my assumptions (PR, PL)

**14.4.17** Sarah’s Interim Summary report